

# Designing Tools for Ocean Exploration

## Focus

Ocean Exploration

## Grade Level

9-12

## Focus Question

What types of tools and technology are used in ocean exploration?

## Learning Objectives

Students will understand the complexity of ocean exploration.

Students will understand the technological applications and capabilities required for ocean exploration.

Students will understand the importance of teamwork in scientific research projects.

Students will develop abilities necessary to do scientific inquiry.

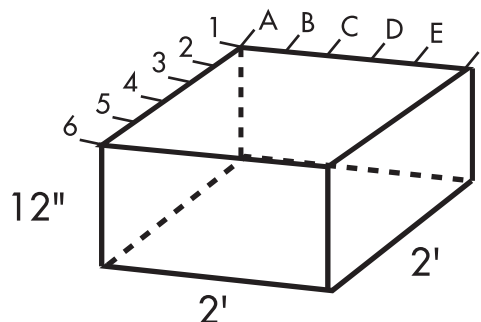
## Adaptations for Deaf Students

- Teacher performs duties of Chief Scientist as well as captain. This eliminates the need for the mission log.
- All students work in one group and perform all samples
- Pre-teach vocabulary
- Chief Scientist prepares dive schedule and grid prior to beginning of lesson
- Lesson will require three days

## Materials

### Simulated Ocean (per class)

- ☐ 1 Container - (Garbage Can or Tupperware Container or Cooler (Min. 12" Deep and 2 feet by 2 feet square)
- ☐ 1 Sampling Grid the size of container (mark on the edges of the container as shown below to make the borders of the grid)



- ☐ Sand/Rocks/Gravel/Bricks – mixed together and place in the bottom of the container enough to cover the bottom to about 2-3 inches deep)
- ☐ Water (add salt if desired) - enough to fill the container to several inches from the top
- ☐ 3 bottles of dark food coloring - (at least three colors to make water dark)

### Bottom-dwelling "Organisms" (per class)

- ☐ 10 - 20 "simulated clams" - buttons, pennies, or tinfoil (rolled into a ball the size of a pea)
- ☐ 10 - 20 "simulated worms" - wire, fishing line, small springs 1-2 inches in length
- ☐ 20 - 40 "simulated crustaceans" - rice, beans
- ☐ 1 bottle "simulated foraminiferans" – glitter or small beads

### Supplies to Make Ocean Exploration Tools \* (per class)

- ☐ 1 roll of wire
- ☐ 1 roll of fishing line
- ☐ 1 pair of panty hose
- ☐ 1 box of washers
- ☐ 3 garden hose sections
- ☐ 15 fishing weights
- ☐ 10 paper cups
- ☐ 1 box of paper clips
- ☐ 3 PVC pipe 1" diameter x 6" long sections
- ☐ 1 box plastic or paper straws
- ☐ 1 roll of duct tape
- ☐ 3 - 6 plastic soda bottles (20 oz.)
- ☐ 3 - 6 magnets
- ☐ 1 roll of string
- ☐ 10 toilet paper or paper towel rolls
- ☐ 3 - 6 pens/pencils
- ☐ 3 - 6 pair of scissors
- ☐ 10 corks
- ☐ 10 film containers
- ☐ 3 bottles of glue/rubber cement

*\* You may add or delete materials. These are suggestions of items that can be used by students to design sampling tools.*

### Printed Materials - See attachments

- ☐ 3 - 6 copies of Mission Statement
- ☐ 3 - 6 copies of Chain of Command
- ☐ 1 copy of Job Description Cards
- ☐ 1 copy of Mission Log
- ☐ 3 - 6 copies of Dive log
- ☐ 1 copy of Dive Schedule
- ☐ Overhead of Chain of Command diagram

### AUDIO/VISUAL EQUIPMENT

- ☐ Overhead projector

### TEACHING TIME

Two 45-minute periods

### SEATING ARRANGEMENT

Cooperative groups of three to five

### MAXIMUM NUMBER OF STUDENTS

30 students

### KEY WORDS

Chief Scientist	Exploration
Principal Investigator (PI)	Deployment
Technician	Retrieval
Chain of Command	Sample
Mission	Grid
Mission Log	Foraminiferans
Dive Log	Crustaceans
Core Sample	Infaua
Sediment	Interstitial water
Submersible	Diversity
Topography	Habitat
Species	Biotechnology

### BACKGROUND INFORMATION

How did the ocean form? Where does it get its power? Why is it blue, brown, or green? What is living in it? Why do marine plants and animals look the way they do? What do they eat and where do they come from? Why do marine organisms change color and shape as they grow? How do they protect themselves? How do they reproduce and what do their young look like? Certainly these are some of the questions asked thousands of years ago before explorers had access to what we consider, at best, extremely primitive instrumentation and ocean-going vessels.

Today, we have sophisticated technological capabilities that have made the ocean more “visible” and more accessible than it has ever been before. As a result of “new technological eyes,” hundreds of new species and new ecosystems have been discovered—some of which may hold the keys to the origin of life on Earth, cures to life-threatening diseases, and knowledge about presently-unknown metabolic pathways for obtaining and using energy to support life here on Earth.

Even though we live on an Ocean Planet, approximately two-thirds of which is covered by water, approximately 95% of the ocean remains unexplored. Recent progress in technology permits us to completely rethink how we conduct exploration and oceanographic studies. Developments in biotechnology, sensors, telemetry, power sources, microcomputers, and materials science now permit the U.S. to dream of rivaling space exploration and our ability to go to and study the undersea frontier. We need not be limited by weather and blind sampling from ships, but like the true explorers, can immerse ourselves in new places and events. The great challenge is getting to the frontier. Once there, we can use many of the same tools and technologies used by scientists studying terrestrial habitats.

### LEARNING PROCEDURE

**Day 1:** *The activities of Day 1 are to choose the Investigation Teams, to design the sampling tools and to test the sampling tools in the Simulated Ocean.*

Pre-class Teacher Set Up:

#### Set Up Simulated Ocean

1. Arrange sand, rocks, gravel, and/or bricks on the bottom of the container to create “bottom topography.”
2. Arrange “critters” on the bottom and in the sand.
3. Slowly add water, leaving several inches open at top.
4. Mix three colors of food coloring to make the water dark so students cannot see the bottom.

#### Set Up Ocean Exploration Supplies

1. Divide supplies for making ocean exploration tools into 3 groups. Each group of students should have a wide variety of materials to use, however they may not use all of these supplies. Place material into a box or on a tray to give to each Chief Scientist.

#### Procedure:

1. Choose Chief Scientist.
2. Create groups of three to five students. One student in each group will be the Principal Investigator. One group will sample and study infauna, one group will sample and study sediments, and one group will sample and study water. Each group will first design and test sampling tools for their specific subject of interest.
3. Hand out and review Science Mission Statement
4. Hand out and review Chain of Command worksheet
5. Hand out Job Description Cards to each group

6. Students perform their specific jobs.
  - a. Each Principal Investigator leads his/her team in the development of a Team Name.
  - b. Captain (teacher) hands out ocean exploration supplies to the Chief Scientist, who should distribute the materials to each Principal Investigator.
  - c. The Chief Scientist describes exploration supplies to the Principal Investigators.
  - d. The Principal Investigators and Technicians assemble materials to make exploration tools for data collection. There are many materials from which students can choose to design the sampling tools. Tools should be designed and then tested in the Simulated Ocean. The Principal Investigator must get permission from the Chief Scientist to perform the tests.
  - e. The Chief Scientist develops the dive plan and grid scheme for each Principal Investigator. This information is then written onto the Dive Schedule sheet. The Chief Scientist must decide in which grids each group will sample and decides when the different groups can sample. The actual sampling will most likely be carried out on the second day of the activity. The Chief Scientist will announce the dive plan at the Science Team Meeting at the beginning of the second day. The Captain (teacher) should remind the Chief Scientist that each group should collect several samples from various grid locations within the Simulated Ocean.

**Day 2:**

Teacher Set Up:

*Simulated Ocean should still be set up from the*

*previous day. Student sampling tools should be ready to use to collect actual samples.*

**Procedure:**

1. Students perform specific jobs for the day.
  - a. Have a Science Team Meeting (whole class) where the Chief Scientist announces the dive plan for the day and shows the Dive Schedule. Each team is assigned grids and times in which to collect their samples.
  - b. Each Principal Investigator executes their Mission. Each Team should report to the Simulated Ocean at the assigned times with their sampling tools and with a container in which to store their samples. Teams should analyze their collected samples. The Principal Investigator for each group is responsible for completing the Dive Log for his/her Team. This Dive Log is then given to the Chief Scientist.
  - c. The Chief Scientist may adjust the dive schedule as necessary.
  - d. Have a Science Team Meeting where each Principal Investigator reports the findings of the day.
  - e. The Chief Scientist compiles the Dive Logs into one final report called the Mission Log. These reports are all then turned over to the Captain.

**THE BRIDGE CONNECTION**

[www.vims.edu/bridge/technology.html](http://www.vims.edu/bridge/technology.html)

Learn more about ocean technology by going to the BRIDGE Website and highlighting "Technology." Learn about the submersible ALVIN, watch a video about students building a Remotely Operated Vehicle, learn about the underwater habitat Aquarius and more.

**THE “ME” CONNECTION**

Ask students to investigate career opportunities as ocean explorers, ocean scientists, and others whose careers support ocean science research and exploration, such as technicians, ocean engineers, and research vessel crew members.

**CONNECTION TO OTHER SUBJECTS**

Mathematics  
Language Arts  
Art/Design

**EVALUATIONS**

Students will write a paragraph summarizing what they learned, including a list of other equipment that might have made the mission more successful.

The teacher will review each group’s Dive Log handed in by the Chief Scientists.

**EXTENSIONS**

Have your students visit <http://oceanexplorer.noaa.gov> and [www.divediscover.whoi.edu](http://www.divediscover.whoi.edu) with a member of their family each day to keep up to date with the latest Galapagos Rift Expedition discoveries.

Ask students to write a story describing a day on a research vessel, including themselves in the crew.

Ask students to investigate significant events from the past in ocean exploration.

Ask students to act as if they were the pilots operating a deep sea submersible.

Ask students to create a “survival kit” for a deep-sea mission.

Ask students to investigate technologies of the past used in previous ocean exploration initiatives.

Visit the National Marine Sanctuaries web page for a GIS fly-through of the Channel Islands National Marine Sanctuary at <http://www.cinms.nos.noaa.gov/>

**RESOURCES**

<http://oceanexplorer.noaa.gov> and [www.divediscover.whoi.edu](http://www.divediscover.whoi.edu) -

Follow the Galapagos Rift Expedition daily as documentaries and discoveries are posted each day for your classroom use. A wealth of resource information can also be found at both of these sites.

**NATIONAL SCIENCE EDUCATION STANDARDS****Science as Inquiry - Content Standard A:**

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

**Earth and Space Science – Content Standard D**

- Structure of the Earth system

**Science and Technology – Content Standard E:**

- Abilities of technological design
- Understandings about science and technology

**Science in Personal and Social Perspectives – Content Standard F:**

- Risks and benefits
- Science and technology in society

**History and Nature of Science – Content Standard G:**

- Science as a human endeavor
- Nature of science
- History of science

*Activity developed by Susan Morrison, James Island Middle School*

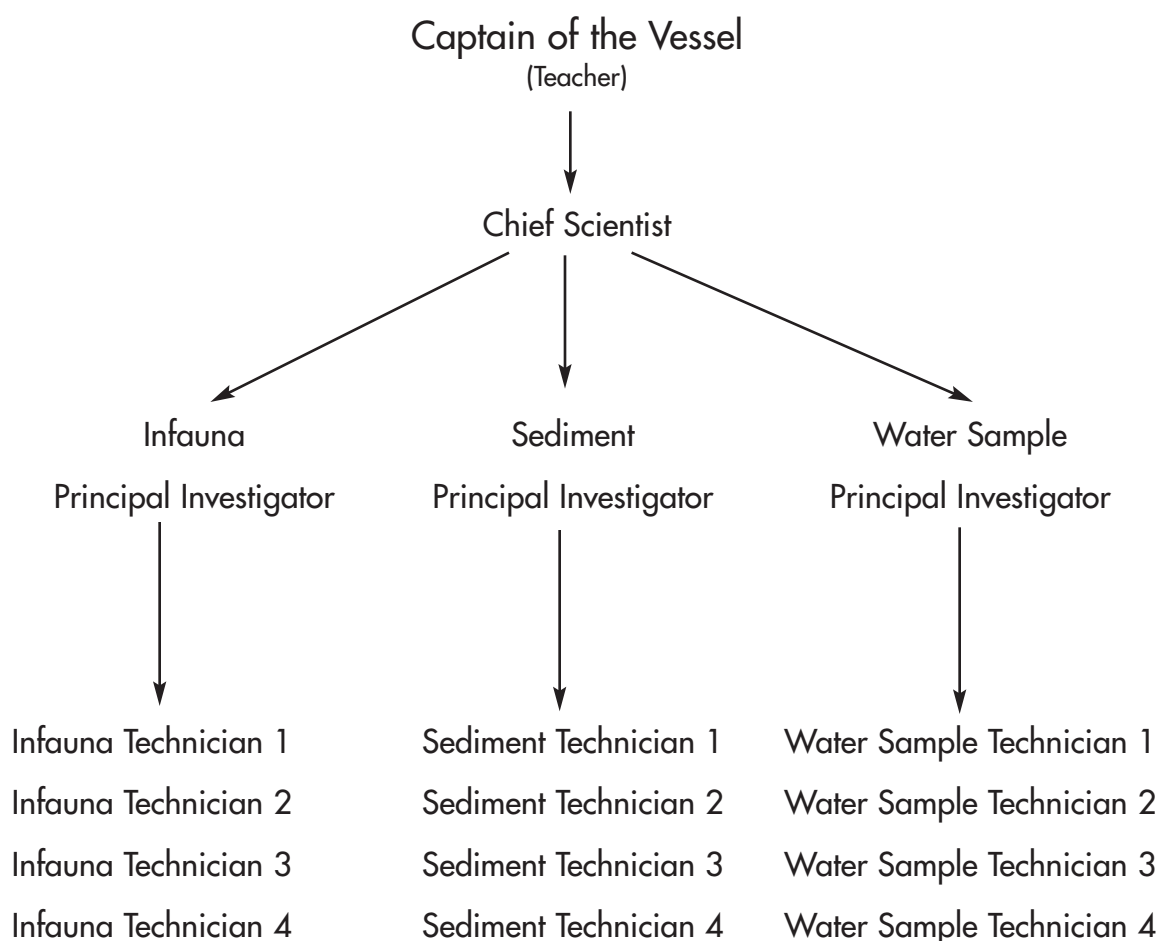
## **Mission Statement**

We are on a scientific mission at the Galapagos Rift. The Chief Scientist's proposal is to sample the sediment type, infauna, and water near hydrothermal vents. The purpose of this is to study species and habitat diversity in the area.

To accomplish this, the Principal Investigators, with the assistance of their Technicians, will be taking core and water samples. The water depth is greater than 2,000 meters, the topography is rugged, and we wish to sample microhabitats; including mounds, burrows, and wave features. As such, your core samples will be taken from an occupied submersible.

<div>Dive Schedule</div> <div>To be completed by the Chief Scientist</div>		
Team/PI Name	Date and Time	Grid Location

## Chain of Command



*Note to Teacher:*

*Divide the class evenly among the three Technician groups once you have determined the Chief Scientist and the Principal Investigators.*



**Chief Scientist**

- Serves as principal spokesperson for all scientists on board the vessel
- Responsible for assuring completion of research mission
- Responsible for dive schedule
- Responsible for personnel assignments
- Responsible for creating grid for dive site
- Responsible for overseeing activities at the dive site
- Responsible for compiling all Dive logs
- Responsible for completing Mission log

**Infauna  
Principal Investigator  
(Infauna PI)**

- Serves as main person for execution of mission to gather infaunal samples
- Responsible for completing dive log
- Responsible for obtaining supplies necessary for development of exploration tools
- Responsible for overseeing development of exploration tools
- Responsible for obtaining dive log from Chief Scientist
- Responsible for overseeing the deployment of exploration tools

**Infauna  
Technician**

- Serves as main person for construction of exploration tools for infauna extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected samples

**Infauna  
Technician 1**

- Serves as main person for construction of exploration tools for infauna extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected samples

### **Infauna Technician 2**

- Serves as main person for construction of exploration tools for infauna extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected sample

### **Sediment Principal Investigator (Sediment PI)**

- Serves as main person for execution of mission to gather sediment samples
- Responsible for completing dive log
- Responsible for obtaining supplies necessary for development of exploration tools
- Responsible for overseeing development of exploration tools
- Responsible for obtaining dive log from Chief Scientist
- Responsible for overseeing the deployment of exploration tools

### **Sediment Technician 1**

- Serves as main person for construction of exploration tools for sediment extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected sample

### **Sediment Technician 2**

- Serves as main person for construction of exploration tools for sediment extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected sample

### **Sediment Technician 3**

- Serves as main person for construction of exploration tools for sediment extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected sample

### **Water Sample Principal Investigator (Water Sample PI)**

- Serves as main person for execution of mission to gather water samples just above the ocean floor
- Responsible for completing dive log
- Responsible for obtaining supplies necessary for development of exploration tools
- Responsible for overseeing development of exploration tools
- Responsible for obtaining dive log from Chief Scientist
- Responsible for overseeing the deployment of exploration tools

### **Water Sample Technician 1**

- Serves as main person for construction of exploration tools for water extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected sample

### **Water Sample Technician 2**

- Serves as main person for construction of exploration tools for water extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected sample

### **Water Sample Technician 3**

- Serves as main person for construction of exploration tools for water extraction
- Serves as main person for deployment and retrieval of exploration tools
- Responsible for storing collected sample

## Mission Log

(To be completed by the Chief Scientist)

Project Title:

Chief Scientist Name:

PI Names:

Team Names:

Date and Time:

Grid Locations and Depths:

Tools Used:

Tasks Performed:

Water:

Sediment:

Infauna:

Attached:

Dive Schedule and Dive Log

## Dive Log

(To be completed by the Principal Investigator)

PI Name: \_\_\_\_\_

Team Name: \_\_\_\_\_

Dive Task: \_\_\_\_\_

Dive Depth: \_\_\_\_\_

Dive Time and Location: \_\_\_\_\_

Tool Design: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dive Plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dive Results: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_